DOCUMENT RESUME

ED 196 171 EA 013 247

AUTHOR Wegner, Sharon
TITLE Extracurricular Activities Are an Essential Factor in the Student's Self-Concept, Socialization, and Future Success.
PUB DATE 25 Nov 80
NOTE 18p.: Submitted in fulfillment of the requirement for E591, School of Education, Indiana University at South Bend.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Annotated Bibliographies; *Athletics; *Clubs; Elementary Secondary Education; *Extracurricular Activities; Self Concept; Socialization; Student Interests; Student Organizations; Students; Teacher Participation

ABSTRACT

In order to study whether student activities are beneficial to the student's self-concept, socialization, and future success, an annotated bibliography focusing on the effects of extracurricular activities was compiled. The first section consists of articles by authors who support student activities, feeling that they contribute positively to the student's development. It includes research-based writing as well as opinion-based writing. The second section consists of articles by authors believing that there is no definitive evidence to support the belief that student activities are beneficial. The third section consists of articles by those who are either against student activities or who have done research that failed to prove either hypothesis. Very little has been written recently concerning the effect of student activities, with the notable exception of athletics. Most articles were based on opinion rather than research. Although some authors were unsure of the amount of value gained through student activities, no one wrote that no value was gained. Assuming that the activity is run properly by a concerned sponsor or coach, the belief that a student can gain benefits in the areas of self-concept, socialization, and future success through school activities is valid. (Author/JK)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED196171

EXTRACURRICULAR ACTIVITIES ARE AN ESSENTIAL FACTOR IN THE STUDENT'S SELF-CONCEPT, SOCIALIZATION, AND FUTURE SUCCESS

By
Sharon Wegner

Study Directed By
Charles R. DuVall, Ph. D.
Professor of Education

Submitted in fulfillment of the requirement
for E591 in the School of Education
Indiana University at South Bend
November 25, 1980

EA 013 247

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
S. Wegner
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

TABLE OF CONTENTS

Chapter		Page
I.	INTRODUCTION	1
II.	ANNOTATED BIBLIOGRAPHY	4
	Pro Activities--Based on Research	4
	Pro Activities--Opinions	7
	Activities--Questionable Benefits	12
	Con Activities	12
III.	CONCLUSIONS	14

CHAPTER I

INTRODUCTION

Whether they are called extracurricular activities, student activities, or cocurricular activities; they have become an increasing problem to both school administrators and teachers. Each year administrators have found themselves spending more and more time trying to find suitable, qualified sponsors for the clubs and sports offered in their schools. Teachers have found themselves being asked to sponsor or coach activities in which they have little or no interest or training. Why has this been happening? Why have schools continued to provide these activities? Hopefully this paper will provide the answers to these questions.

Extracurricular activities have been defined by educators as any student activity that a student enters into voluntarily and for which there is no credit offered towards graduation. These activities are organized and controlled by the school. In the past, the activities were usually sponsored or coached by a faculty member. However, because of an increase in the girls' sports program, many schools are finding themselves hiring a coach or sponsor outside the school system. Some schools have also offered credit for being in certain athletics in place of a physical education class. Certain activities like French Club are closely tied to the school-day curriculum, while others like interscholastic athletics are not at all linked to the school-day curriculum.

Administrators have found that some of these student activities can provide their schools with excellent public relations, monies, and "espirit

de corps". Having a top-rated football or basketball team or a well-known music program does this. Other activities like French Club, school paper, chess club, or religious groups have not been profitable or prestigious, although they do have value to a certain group of students.

Establishing the pay scale and qualifications of the sponsor for all these student activities has been in past years and is now a constant subject for much discussion and debate among teachers' groups and administrators. With inflation and more powerful teachers' organizations, more and more teachers have said no when asked to coach or sponsor a club. This is another reason the school systems have had to resort to hiring adults outside the school system to coach or sponsor certain activities. Yet, with all these problems, school systems and most teachers still have felt that it is important to provide extracurricular activities for their students.

In order to study whether or not these student activities are beneficial to the student's self-concept, socialization, and future success the following annotated bibliography was divided into three main sections. The first section is made up of those authors who supported student activities because they felt that they do contribute to the student's self-concept, socialization and future success. This first section has been further divided into two subsections--the first dealing with authors of articles who based their writings on research; the second, made up of authors whose articles are based on their opinions only.

The second section of the bibliography is composed of articles of authors who believed that there has been no definitive evidence to support the belief that student activities are beneficial to students.

Finally, the third section of the bibliography is composed of articles written by authors who are either against student activities or who have done research that failed to prove either hypothesis.

CHAPTER II

ANNOTATED BIBLIOGRAPHY

Pro Activities--Based on Research

Yarworth, Joseph S., and William J. Gauthier, Jr., "Relationship of Student Self-concept and Selected Personal Variables to Participation in School Activities," Journal of Educational Psychology 70:335-344, June, 1978.

This article dealt with the student's self-concept and participation in extra-curricular activities. Most research has been based on the belief that sociological factors are the major factors that influence a student to participate in a certain activity. These two authors were concerned with psychological factors. Through a survey of 450 high school students the authors collected data that indicated a positive correlation between self-concept measures and certain activities. No matter what type of student activity was participated in by students, a student who participated in two or more activities obtained a higher self-concept score than students in one or less activities.

Hanks, Michael, "Race, Sexual Status and Athletics In The Process of Educational Achievement," Social Science Quarterly 60:482-495, December, 1979.

The group of male and female students studied were ones who had said that they had or were now a participant in a sport activity. Both black and white students were questioned. Regardless of race or sex, athletic participation showed a positive relationship to self-esteem, educational expectation, and college attendance. Males were higher in self-esteem and college attendance than females which the author thought suggested that athletics as a status conferring mechanism may still be predominantly a male domain. Hanks also reported that his white male athletes and black male athletes were equal in self-esteem. This result conflicts with other researchers. Many researchers report black male athletes to have higher self-esteem--sports being more important to them than their white counterparts.

Landers, Daniel M., and others, "Socialization Via Interscholastic Athletics: Its Effect on Educational Attainment," Research Quarterly 49:475-483, December, 1978.

These authors dealt with socialization being obtained through interscholastic athletics and the effects that this had on the athletes' education. The students studied were placed into two classifications--athlete-only males and athlete-service males. The authors reported that the athlete-only males attained significantly lower SAT scores than the national average for boys and that the athlete-service group attained significantly higher SAT scores than the national average for boys. The group of athlete-service males were active in other extracurricular activities and also had higher peer-group status than the athlete-only males.

The results obtained with female athletes were insignificant because the athlete-only group and the athlete-service group were found to score about the same. The authors felt that this was because female athletics has only been stressed in the last few years.

Snyder, Eldon E. and Elmer Spreitzer, "Socialization Comparisons of Adolescent Female Athletes and Musicians," Research Quarterly 49:342-350, October, 1978.

The purpose of these authors was to compare social and psychological characteristics of female high school athletes with female high school musicians. The authors discovered that those females in both a lower socioeconomic background and those in a high socioeconomic background showed no psychological stress that was considered above normal. It was reported that both the female musician and female athlete scored high on the psychological well-being test. The authors felt that the recent increase in girls' athletics caused the female athletes to score as high as the musicians. Today's society looks favorably on females who participate in athletics. The authors also discovered that in both music and athletics the higher the parental interest in that activity, the better the student did in the activity. This also would lead to a high score on the psychological well-being test--there was no conflict at home for what this student was doing. Both of these types of females scored higher than a female in neither of these activities.

Long, Ruth, Robert Buser, and Michael Jackson, Student Activities in the Seventies, Reston, Virginia: National Association of Secondary Principals, 1977.

This report presented the student's view, the sponsor's view, the administrator's view, and an overview of the problems of activities. The authors reported that seven out of ten students believed that activities were more important than high grades. Of the students interviewed, 70% were in athletics, 69% in a social activity, and 52% in a music activity of some type. A rather disconcerting fact was that two out of three students surveyed had never participated in a school service, leisure-type, or class related club. Another sad fact was that two out of ten surveyed wanted to participate in an activity but for various reasons were unable. The sponsors and administrators main concerns were time, pay, and lack of trained sponsors. Both groups felt that activities were important and had no solution for solving the three previously mentioned concerns.

Bell, James V., "School Dropouts and School Activities," School Activities 36:4-7, September, 1964.

The purpose of this study was to determine if there was a relationship between student activities and dropouts in certain Kansas high schools. There was a significant difference between the number of activities a dropout participated in and the number in which a non-dropout was a participant. The non-dropout also held more leadership roles in the activities than did the dropout. This evidence supported other studies which showed that the lack of participation in student activities is a characteristic of most dropouts. Overall, females participated more than males in these schools and also were less likely to become dropouts. Although not proven in this study, the author stated that one could assume that a meaningful experience in an activity can keep a student in school rather than becoming a dropout.

Pro Activities--Opinions

Johnston, Edgar G., and Roland C. Faunce, Student Activities In Secondary Schools, New York:The Ronald Press Company, 1952, 362 pp.

These authors felt that many of Havighurst's developmental tasks could be met through being active in some form of student activity. They also felt that many students who drop out of school because of a lack of interest, would continue in school if some type of student activity were provided that interested them.

The authors acknowledged the fact that not all cocurricular programs are run correctly and that some sponsors may not be well-trained, but that overall, activities are here to stay and are in the most part beneficial to the students involved. Although this book was published in 1952, not much has changed regarding activities since that time.

Kline, Charles E., and C. Daniel McGrew, "Student Activities--An Essential Component," National Association of Secondary School Principals 58: 41-43, October, 1974.

These two authors considered activities as the third curriculum--the first being required courses for graduation, and the second being elective courses. The authors thought that principals need to be more concerned than they are with the third curriculum because it can make a valuable contribution towards meeting youth's developmental needs. They stressed that the principal plays an important role in the third curriculum because he is the one who sets up the time for events, hires the sponsors, and overall establishes a positive or negative climate for the extracurricular activities.

McKown, Harry C., The Student Council, New York: McGraw-Hill, 1944, 343 pp.

McKown wrote that the one club in almost all schools that teaches the most regarding civic duty is probably the student council. Student council teaches students parliamentary procedure, good social behavior, and responsibility. The group of students elected to this organization have a chance to make meaningful decisions. The author was quick to point out that other student activities do some of these things too, but that student council was established with objectives and procedures that are educationally and psychologically sound.

Beeman, Harris F. C. and James H. Humphrey, Intramural Sports A Text and Study Guide Dubuque: William C. Brown Company Publishers, 1970, 374 pp.

Although this book was primarily concerned with intramurals, there was much on activities that included craft-type projects that might be considered as activities outside of sports. The author stated that all activities whether sport-like or craft-like have value to the students.

Beeman pointed out four main objectives of any intramural or student activity program--1) to promote leisure education, 2) to enrich social competence, 3) to develop group loyalties, and 4) to provide healthful exercise.

Sybouts, Ward and Wayne J. Krepel, An Introduction To The Management of School Activities, unpublished text, n.d., 75 pp.

These authors strongly supported the need for student activities. In their chapter, "The Needs of Youth", the authors pointed out that youths need to prove themselves. What better way to prove oneself than through a cocurricular activity. The authors also mentioned that several of Havighurst's developmental tasks can be accomplished through these student activity programs.

In another section of the text the authors discussed today's society. With both parents working, there is less family participation in and supervision of activities. Student activities at school are taking the place of family activities that no longer exist in many homes.

Jones, Margaret, "Student Activities in Music--Implications," School Activities 29:213-214, May, 1958

Jones thought that a music club could help develop music initiative. She believed that a program that implemented the basic principles of student activities also fits in with educational thinking for curricular activities. Music clubs should be available for membership to all interested students--those who are limited in talent may be able to gain an appreciation for music in later life.

Miller, Franklin A., and others, Planning Student Activities, Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1956, 632 pp.

These authors believed that through the cocurriculum the objectives of secondary education can be accomplished.

Through student government organizations students are trained in citizenship. When clubs have clean-up campaigns, students are taught to help the community. Clubs such as D.E., F.F.A., and C.O.E. train their students in economic efficiency. Athletics helps develop healthy bodies. Drama, music, and library clubs prepare students for leisure-time activities. Moral and ethic values along with social competency are gained in almost all athletic or club events if they are properly supervised. Art or music allow for a development of creativity. Finally, it is through cocurricular activities that special interests develop or expand.

This text was most complete, dealing with cocurricular activities of all varieties and aspects.

Alley, Louis E., "Athletics in Education: The Double-Edged Sword," Phi Delta Kappan 56:102-105, October, 1974.

Alley believed that athletics if used properly can be a positive part of a student's education. The author felt that desirable behavior patterns can be taught through athletics. Because players are constantly reacting to their own capabilities and the behavior of others around them, skills of successful social behavior can be learned. Through membership on a team a student learns to work towards a common goal and to cooperate with the team. Group loyalty, self-recognition, peer self-image; are all positive things that a student may gain through athletics. The author stressed that all these things can be accomplished if the coach is interested in the success and future of the student as a human being. Coaches who are only concerned with winning cannot help with these matters.

Gray, Martha, "Student Clubs," National Association of Secondary School Principals 36:80-93, February, 1952.

Gray listed eleven major values of student activities.

1) Through organized association a student has a feeling of acceptance and success.
2) A friendly relationship is promoted between students and faculty.
3) Activities vitalize and motivate for class subjects.
4) Leadership is encouraged.
5) Good followership is a product of these activities.
6) Exploration into occupational fields is promoted.
7) Hobby and special interest clubs develop.
8) Character is built.
9) Service to others is often a purpose.
10) Student morale is heightened.
11) Good public relations often results.

Shannon, J. R., "School Activities and Self-Discipline," School Activities 31:264-266, May, 1960.

The author noted that the only discipline that is really worth anything is self-discipline. He defined self-discipline as one's fortitude to forego present minor satisfactions for future major ones. Shannon felt that self-discipline should be a goal in our educational systems. He felt that school activities provide a great chance for the student to learn how to become self-disciplined. It is in student activities that one learns the real meaning of being on time. It is often through school activities that one is willing to put in many hours of practice to achieve a certain goal. The author felt that through hard work and finally achieving success in student activities one would learn self-discipline that would carry over into his/her adult life.

Cuming, Donald R., "Synchronized Swimming As An Extra-Class Activity," School Activities 23:287-288, May, 1952.

The author thought that synchronized swimming was an excellent student activity because it provided activity for all age groups and all levels of skill. Because it is a group activity, students learn to cooperate and react with others. It promotes good physical well-being. Shows can be put on for the public that can provide the student with a chance for recognition. It also allows for the student to show creativity.

Fleming, Orville, "How the School Band Capitalizes the Fundamental Urges of Youth," School Activities 31:39-40, October, 1959.

The author believed that the school band gives students the chance for recognition and the opportunity to satisfy certain urges. Most youths are curious about music in some way. The band satisfies this urge of curiosity. Youths like to travel and see new places--band trips provide this opportunity. Students like to be with peers of both sexes and band provides this time for socialization. Fleming felt that loyalty and cooperation, manners, and the ability to cope with both winning and losing are all experiences one gets from being a band member.

Unruh, Adolph, "Extra Curricular Activities and the National Defense," School Activities 36:26-28, September, 1964.

This author stated that by teaching democratic values, our school activities are helping our national defense. These activities are an informal subculture where a student is taught to perform in a certain way. There is much carry over into adult life. Leadership seldom is developed in a normal classroom situation. Leadership is often developed in an extra curricular activity. To have a secure nation Unruh felt that we need citizens who can shift from role to role or play several roles at one time. Being a student in the classroom and in extra curricular activities allows the student to play many different roles at one time. The author thought that many skills learned in our student activity programs will help our nation in a time of crisis.

Morrill, Charles L., "Student Activities Prepare Youth for Life," School Activities 28:29-30, September, 1957.

Morrill believed that the percentage of dropouts would be much larger if it were not for school activities. He believed that the line between the curriculum and school activities is almost nonexistent. Morrill proceeded to justify certain activities: student council for promotion of good citizenship; athletics for healthful physical training, developing loyalty, and promoting self-control and fair play; social and club activities for providing a place to learn socially acceptable behavior; and journalism groups, drama, music, and other such groups for expanding what is learned in the classroom. If the task of our schools is to prepare students for life, the author thought that these activities do this.

Benerd, Gladys, "Sponsoring the Co-Curricular Activities," School Activities 24:11-12, September, 1952.

The author quoted Dr. Ruth Strang in stating that the three benefits of co-curricular activities are:

1. Opportunity to acquire valuable experience in the art of democratic living;
2. Opportunity to learn by doing;
3. Opportunity to obtain a knowledge of human personality plus the ability to use that knowledge in daily contacts.

Benerd did not think that enough administrators were attempting to make the co-curricular program a part of the school's curriculum. She felt teaching loads should be adjusted so that teachers would be more willing to accept the sponsorship of these worthy activities.

Activities--Questionable Benefits

Balazs, Eva K., "Psycho-Social Study of Outstanding Female Athletes," Research Quarterly 46:267-273, May, 1975.

Twenty-four female champions were studied to determine events and variables in the psychological and social forces. Over half of the subjects were first-born children or first daughters and were from families of four siblings. They all had the following characteristics: deep desire to excel, early goal-setting tendencies, well-developed heterosexuality, ability to follow through with goals, strong self-concept, and parents who strongly supported what they were doing. They all were emotionally stable. The study did not indicate whether athletics made them this way or whether they were this way and therefore entered athletics.

Kniker, Charles R., "The Values of Athletics in Schools: A Continuing Debate," Phi Delta Kappan 56:116-120, October, 1974.

Kniker looked at athletics from the stand point of values it offered to the students. The values he debated were: control, competition, spirit, social security, and physical well-being. He reached four conclusions. 1) The arguments being used for athletics today are the same ones used 50 years ago. 2) All facts tend to suggest that athletic coaches and physical education instructors have two different philosophies. 3) Most research done to decide the values of athletics has been opinion-type research. 4) Neither the group for nor the group against athletics has any substantial evidence to back up their statements.

Con Activities

Dubois, Paul E., "Participation in Sports and Occupational Attainment: A Comparative Study," Research Quarterly 49:28-36, December, 1978.

Senior males from three San Francisco Bay area universities were studied to see if the belief is valid that athletics can be a stepping stone for occupational success. The research done by this author indicated that there is no evidence to support that athletics serve as a stepping stone to later occupational success. However, the author thought that it would be interesting to do this same research with a school in the Big Ten or Pac-8 where athletic programs are on a higher level than the schools he surveyed.

Stevenson, Christopher L., "Socialization Effects of Participation in Sport: Critical Review of the Research," Research Quarterly 46:287-299, May, 1975.

The author pointed out that in society there is a strong belief that beneficial socialization effects do result from participation in sport or sportive activities. Stevenson's studies showed that there was a positive relationship between behavior, academic performance, attitudes, and delinquency and participation in sports. However, causal relationships were not demonstrated. To throw off his findings, the author discovered that good sportsmanship was found less in those who were participating in sports! He thought that his findings among those who were participating in sports was invalid because of the process of selection that occurs with respect to athletic participation. The author concluded that there is no valid evidence that participation in sports causes any verifiable socialization effect. Stevenson felt that all we have is our belief that athletics is good for socialization.

Campbell, David N., "On Being Number One: Competition in Education," Phi Delta Kappan 56:143-148, October, 1974.

The author was concerned that not only athletics, but also things that teachers try to do in the classroom are almost always based on competition. He was basically saying athletics, since most goals for sports is to win, was not good for the majority of the students. He also stated that even the spelling bee, where boys versus girls, was bad for most students. He stressed that every time one or several students win a spelling bee or sports contest, there are also those that are now failures. He favored sports if they stressed sportsmanship, not winning. Likewise, in the classroom the author suggested that teachers find other ways to teach rather than using methods that make one student stand out as a failure and the other one a winner.

CHAPTER III

CONCLUSIONS

An interesting, minor conclusion is that [illegible] of the authorities on these student activities seem to be unable to reach an agreement as to how the term for student activities should be written. In reading the annotations, one will find the following arrangements of the terms used for student activities: extracurricular, extra curricular, extra-curricular, cocurricular, and co-curricular. This in itself is an indication of how unsure people are concerning school activities.

With one exception, there has been very little written in recent years either pro or con on student activities. Athletics is that one exception. One can find hundreds of articles written in just the past five years on their value to both the students and the school systems. This is probably due to the large emphasis placed upon athletics by our society today. However, although clubs and other student activities seem to still be holding a place in our schools, there is almost nothing written on them and their value to the students.

Another concern one must have when deciding upon the value activities have for the students, is that most articles were based on the authors' opinions and not on researched studies. Most of the authors were well-known, experienced educators so their opinions were based on much-studied observations over long periods of time. Therefore their opinions should not be disregarded. It is important to note, as the annotated bibliography illustrates, that no significant number of articles has been written in contradiction of the belief that student activities are beneficial to

the students. Although some authors were unsure of the amount of value gained through student activities, no one wrote that no value was gained.

Assuming the school activity is run properly by a concerned, trained sponsor or coach, the belief that a student can gain benefits in the areas of self-concept, socialization, and future success through school activities is true. Individuals will benefit from these activities in different ways and to different extents.